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ABSTRACT

New Mexico State University-Alamogordo's (NMSU-A) Institutional Assessment and Strategic Planning (IASP) process is designed to identify what the institution is doing, what the community is doing that may affect NMSU-A, how well NMSU-A is achieving its mission and purposes, and what the college should do in the future. The IASP is an integrated process involving the assessment of institutional effectiveness, institutional research, and strategic long-range planning. Data are collected from student surveys and focus sessions, a student long-range tracking system designed to follow student cohorts through NMSU-Alamogordo, as well as from faculty, staff, and the external environment. This handbook describes each component of the IASP, including flow charts and relevant forms. After tracing the development of the IASP process, the handbook details the assessment of the institutional effectiveness component. This component identifies institutional strengths and concerns and generates a series of action plans through a multi-step process of institutional evaluation and assessment. Steps in assessing instruction, student services, and instructional/institutional support are detailed. The next section focuses on the institutional research component, providing a schedule and brief descriptions of seven activities of the IASP committee ranging from the review of existing data and information reports to the contemplation of emerging trends. Finally, the strategic planning component is outlined. A schedule of activities for each component and a set of IASP forms conclude the handbook. A 44-item list of suggested reading is included. (MAB)

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NMSU-ALAMOGORDO INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING (IASP) PROCESS

A Handbook

(Version 1.1)

by
Fred Lillibridge
Marjorie Vallejos
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New Mexico State University-Alamogordo
Alamogordo, New Mexico
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ABSTRACT

The development of the Institutional Assessment and Strategic Planning Process is the culmination of work from many individuals -- especially the Assessment Committee that was chaired by Roberta Himebrook and had Kathy Flores, Dee Beck, Janine Twomey, and Susie Elliott as members.

To work properly, this process needs the active involvement and support of all faculty, staff, and administrators at NMSU-A. The IASP Process is designed to answer four basic questions about the institution:

1. What is NMSU-A doing?
2. What is the community doing that may affect NMSU-A in the future?
3. How well is NMSU-A achieving its mission and purposes?
4. What should NMSU-A do in the future?

The prime objective of the process is to improve: how we teach our students; how we serve our students; how well our students learn; and how much our students know.

Our IASP process focuses on how our students are affected by our institution's educational processes. This includes not only what is taught but also how it is taught. The process works like a funnel. It begins with each individual faculty and staff member.

This is an integrated process that includes the Assessment of Institutional Effectiveness, Institutional Research, and Strategic (or long range) Planning. For the process to work effectively, we collect data from students with surveys and student focus sessions. We use a student long range tracking system to follow student cohorts as they progress through our institution. We also collect and use other available data from both faculty and staff and our external environment.

The process uses internal focus sessions in all academic disciplines and divisions and also all programs. The campus is divided into three major units:

Instruction, Student Services, and Instructional/Institutional Support. These intense focus sessions are used to highlight the institution's strengths and concerns. These serve as basis for the development of action plans that focus on our concerns and our proposed actions that are intended to improve our institution. It is a continuous process. Every year, throughout the institution, we will assess our present situation. We will prioritize any concerns we find and develop a series of action plans to deal with these concerns. These plans must consider constraints imposed by available human and financial resources and must have the support of affected individuals, including students, faculty, staff, administrators, and the community. An implementation timeline with a range from immediately to three years is developed. The plan is implemented based on the timeline and the process starts over again.

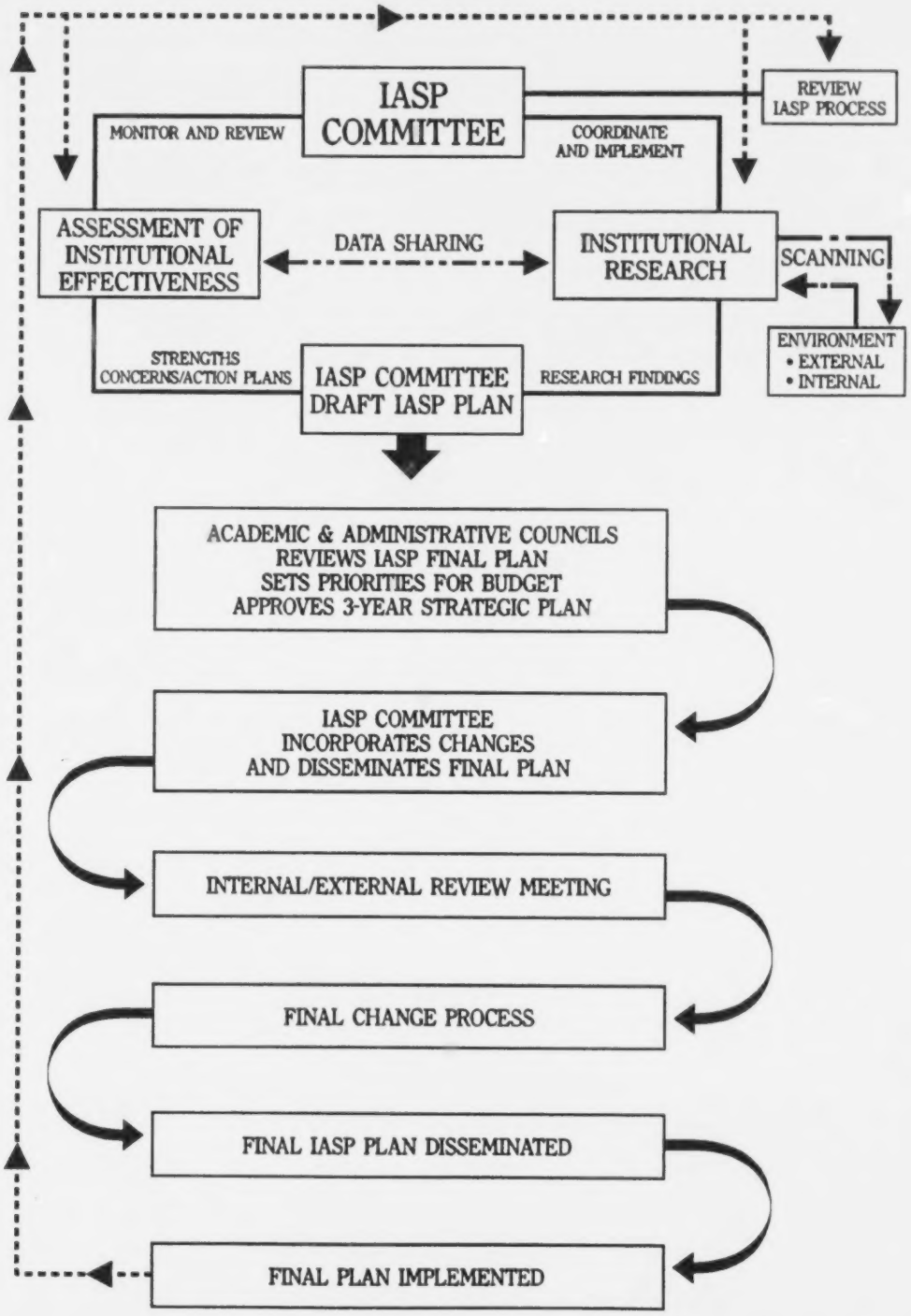
The IASP process will be successful if everybody on campus gets involved. It is intended to be a simple straight forward flexible process. Appropriately utilized it can serve a variety of purposes.

HISTORY OF THE DEVELOPMENT OF THE INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS

Preliminary discussions during early 1992 with the Provost and members of the Academic and Administrative Councils resulted in a decision to develop an integrated Institutional Assessment and Strategic Planning (IASP) Process (Figure 1). It was also decided that the IASP Process and the institutional budgetary process would run parallel because the planning process must conform to available finances for operation of the college or it would become too much like a "wish list".

Figure 1

INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS 1992



The Institutional Assessment and Strategic Planning (IASP) Process is headed by an IASP Committee that is comprised of:

the Associate Provost for Instruction;

the Assistant Provost for Business Affairs;

the Assistant Provost for Student Services;

the Division Head of Social Sciences & Business;

the Division Head of Humanities;

the Division Head for Mathematics, Science, & Technologies;

the Division Head for Pro-Tech;

the Director of the Learning Resource Center;

the Director of Institutional Research, Assessment, and Planning; and

the Director of the Physical Plant.

The committee is chaired by the Associate Provost for Instruction.

The initial process started in the summer 1992, progressed on schedule, and was completed in May 1993. The process is considered ongoing and developmental. It constantly monitors the internal and external environment and provides a means to make institutional adjustments and to improve and/or adjust the IASP Process. The Institution Assessment and Strategic Planning Process Committee will constantly monitor and evaluate the process as it continues to operate.

The IASP Process is designed to answer four basic questions about the institution:

1. What is NMSU-Alamogordo doing?
2. What is the community doing that may affect NMSU-Alamogordo in the future?
3. How well is NMSU-Alamogordo achieving its mission and purposes?
4. What should NMSU-Alamogordo do in the future?

Under the guidance of the Chair, the IASP Committee will monitor and lead the institution through the Assessment and Strategic Planning Process. There are three major components that support this framework:

1. Assessment of Institutional Effectiveness,
2. Institutional Research, and
3. Strategic Planning.

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS COMPONENT

The Assessment of Institutional Effectiveness component emphasizes student academic achievement. It identifies institutional strengths and concerns and generates a series of action plans through a multi-step process of institutional evaluation and assessment. Many of the elements necessary for the development of these action plans are already in place. By its nature, this decentralized assessment process must involve most, if not all, institutional faculty and staff in the process of reviewing internal processes and outcomes. The process flows through three major paths. In order to involve as many faculty and staff as possible, NMSU-Alamogordo is divided into three reporting groups:

1. Instruction includes the four instructional divisions; the focus is on student achievement, and instructional program quality and development.
2. Student Services includes all activities of the Students Services Section; the focus is on student development and student services.
3. Instructional/Institutional Support includes Business Affairs, Bookstore, Physical Plant, Learning Resource Center, Duplicating Center, ABE, SBDC, and Institutional Research and Planning Coordination functions; the focus is on faculty and staff contribution and development, community relations, and institutional climate.

INSTRUCTION

Purpose: **To assess instructional activity and student academic achievement**

Overview: **The process is a dynamic, faculty-driven process that is centered on student achievement.**

Units Covered: **All faculty in Humanities, Pro-Tech, Mathematics, Sciences & Technologies, and Social Studies & Business Divisions**

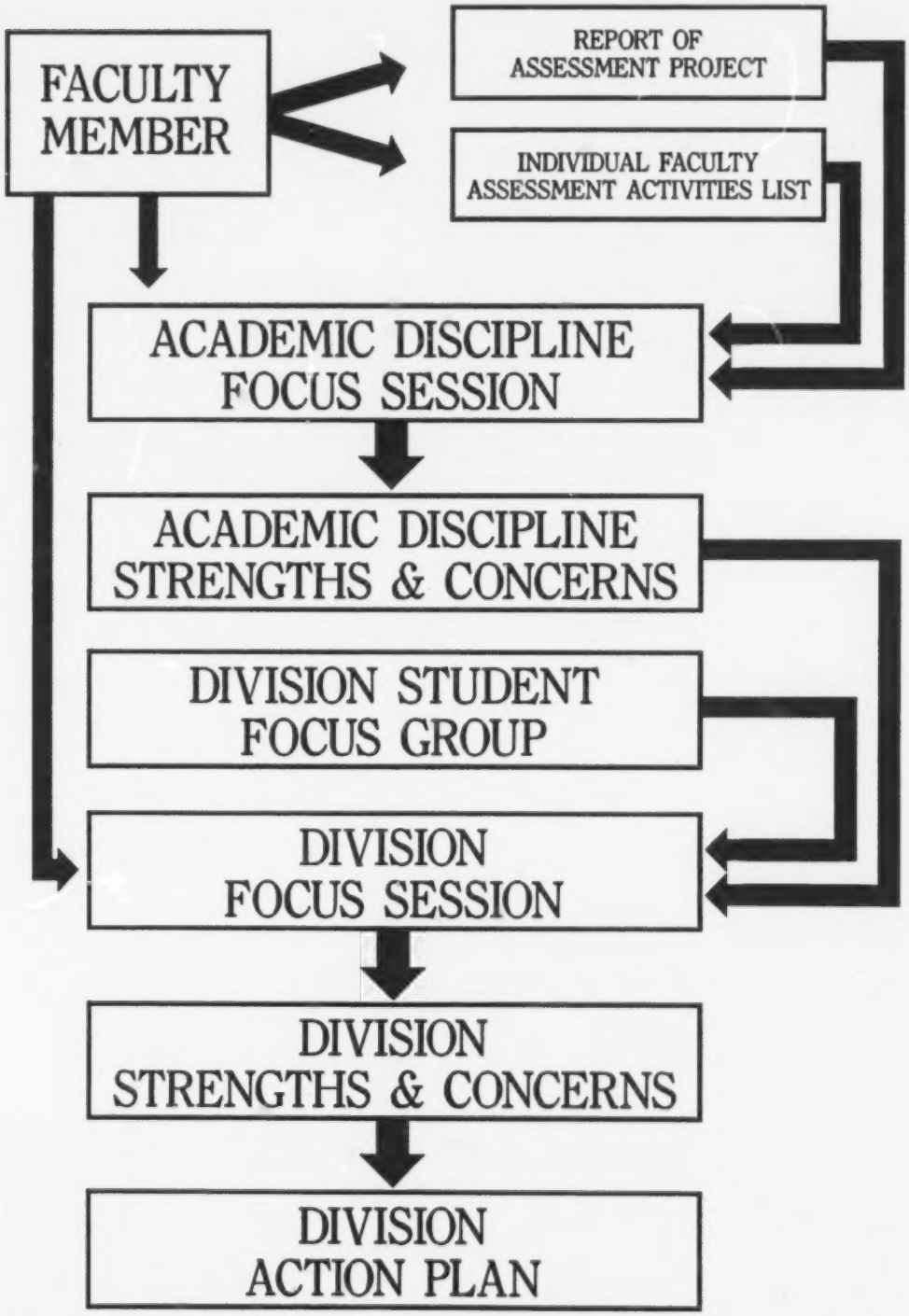
Process Steps:

I. Individual Faculty Self-Assessment

Abstract: Since NMSU-Alamogordo has a strong desire to nurture faculty ownership of the assessment process, and because no assessment process can possibly work without faculty support, the IASP Process originates with the individual faculty member (Figure 2). Faculty members complete the Individual Faculty Assessment Activities List. Individual faculty members list and evaluate the effectiveness of each assessment activity they used in every course they taught. Additionally, faculty members design their own assessment projects. These projects concentrate on the assessment of student academic achievement, course/instructor achievement, and course/instructor effectiveness. As a project draws to a close, the instructor records his or her project on the Report of Assessment Project form. Assistance may be obtained from

Figure 2

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS
- INSTRUCTION -



other instructors, from the division head, and/or from the Director of Institutional Research, Assessment, and Planning.

A. Time: Continuous - with special emphasis following Spring Semester (May), through the summer, and just prior to Academic Discipline Focus Sessions in September

B. Process:

1. Evaluate Assessment Methods
    a. Review Division, Instruction Action Plans and Institutional Assessment and Strategic Plan that were adopted the previous fall
    b. Review Assessment Tools used during previous academic year
2. Collect Data and Analyze Results
    a. Prepare a narrative list of all significant assessment activities for each course
    b. Individual Faculty Assessment Activities List (IASP Faculty Form 2) completed by the individual faculty member
    c. Complete Report of Assessment Project form (IASP Faculty Form 1)
    d. Analyze student academic achievement and development
        (1) Analyze Assessment Tools used by faculty member
            (a) Analyze Pretest, Post test and other test results (where applicable)
            (b) Analyze student portfolios (where applicable)

(c) Analyze results of classroom assessment or classroom research activities

(d) Analyze other Assessment Tools that were used during the previous academic year

(2) Analyze student outcomes

(a) Review and analyze course specific information and data generated by NMSU-Alamogordo Student Tracking System that is being developed with the following characteristics:

i) cohort

ii) longitudinal

iii) first-time students

(b) Review applicable reports prepared by the IASP Committee and NMSU-A Institutional Research, Assessment, and Planning Director

(c) Review applicable reports prepared by other NMSU-A Programs

(d) Review Student Class Evaluations

(3) Assess effectiveness of assessment activity on the Individual Faculty Assessment Activities List (IASP Faculty Form 2)

3. <u>Implement Faculty Instruction Change and/or Modifications Based on Feedback</u>

a. Develop self structured individual action plans

(1) based on Division and Instruction Action Plans and the Institutional Plan that were adopted the previous fall

(2) based on collected data and analysis of results

b. Attend and participate in Academic Discipline Focus Session

II. Academic Discipline Focus Sessions

Abstract: Faculty members in the same or related disciplines meet together to review and analyze their assessment projects and their assessment activities. On the basis of these analyses, the discipline group develops a prioritized list of five discipline-related strengths, again with a focus on student achievement and quality of instruction. The group also assembles a prioritized list of five discipline-related concerns. Finally, the group also brainstorms a list of possible activities to address these concerns.

A. Time: Complete by 3rd Friday of September

B. Process:

1. Evaluate Assessment Methods

a. Discuss assessment activities used by individual faculty members based on the Individual Faculty Assessment Activities List (IASP Faculty Form 2) and the Report of Assessment Project form (IASP Faculty Form 1)

2. Collect Data and Analyze Results

a. Review and analyze Academic Discipline information and data generated by Institutional Research and the NMSU-A Student Tracking System

b. Review applicable reports prepared by the NMSU-A Institutional Research, Assessment, and Planning Director

c. Review applicable reports prepared by other NMSU-A Programs, especially, the IASP Committee

3. Design Assessment Tool

a. All Academic Discipline Faculty (full-time and part-time) meet

b. A prioritized narrative list of the top five (5) Academic Discipline Strengths (IASP Academic Discipline Forms 1-5) related to student achievement and quality of instruction is generated

c. A prioritized narrative list of the top five (5) Academic Discipline Concerns (Academic Discipline Forms 6-10) related to student achievement and quality of instruction is generated

d. Qualitative and/or quantitative research support is referenced (Support References) to justify inclusion of each item on the list

e. A narrative list of Possible Activities to Improve Academic Discipline Concerns (IASP Academic Discipline Forms 6-10) that could be used to correct each Academic Discipline concern is prepared

4. Implement Change and/or Modifications Based on Feedback at Division Focus Session attended by full-time faculty

III. Division Student Focus Groups

A. Time: Completed by September 30

B. Process:

1. Collect Data and Analyze Results

a. Select students from each division

(1) Use Spring class lists

(2) 30 students are selected from each academic division

(a) With random number generator

(b) NMSU-A Faculty taking classes are eliminated

(c) Duplicates eliminated after initial selection

b. Notify students and include pre-paid postcard

2. Determine Student Focus Group Questions

a. Questions should be based on the results of the Division, Instruction, and Institution Assessment conducted during the preceding fall

b. Strengths should be reviewed to insure that slippage has not taken place

c. Concerns should be stressed to see if corrective Action Plans have been successful

d. Review student class evaluations and select most critical areas of concern

3. Focus group sessions are moderated by the Associate Provost for Instruction

a. Session is tape recorded and transcribed in a manner that will insure confidentiality for the students

b. Transcripts are copied and distributed to the Division Head

IV. Division Focus Sessions

Abstract: All regular faculty meet by division to review and analyze division-specific issues: 1. Division Action Plans and Instructional Action Plans generated the previous year; 2. Appropriate information provided by institutional research,

such as that produced by the student tracking database system; 3. Student input from focus groups or other sources; 4. Results of discipline focus session groups. The division develops a list of five division strengths particularly related to student achievement and quality of instruction. The division group also prepares a list of five division-specific concerns along with a list of possible activities to address those concerns. On the basis of these possible activities, the division develops a division action plan to improve on the performance of the students and instructors within the division.

A. Time: Completed by September 30

B. Process:

1. Evaluate Assessment Methods
   a. Review Division and Instruction Action Plans and the IASP Draft prepared during the previous year
2. Collect Data and Analyze Results
   a. Review and analyze division specific information and data generated by NMSU-A Student Tracking System
   b. Review applicable reports prepared by the NMSU-A Institutional Research, Assessment, and Planning Director
   c. Review applicable reports prepared by other NMSU-A Programs
   d. Review Transcripts of Division Student Focus Groups
   e. Distribute Results of every Academic Discipline Focus Session to other full-time faculty members in the Division

3. Design Assessment Tool

   a. All Full-time Division Faculty meet

      (1) A spokesperson from each Academic Discipline presents a brief summary of each Academic Discipline's findings

      (2) Division Head leads a discussion of findings as a prelude to developing Division lists

   b. A prioritized narrative list of the top five (5) Division Strengths (IASP Division Forms 1-5) related to student achievement and quality of instruction is generated

   c. A prioritized narrative list of the top five (5) Division Concerns (IASP Division Forms 6-10) related to student achievement and quality of instruction is generated

   d. Qualitative and/or quantitative support is referenced (Support References) to justify inclusion of each item on the list

   e. A narrative list of Possible Activities to Improve Division Concerns (IASP Division Forms 6-10) that could be used to correct each division concern is prepared

4. Implement Division Change Based on Feedback

   a. A Division Action Plan (IASP Division Forms 11-20) is prepared that lists ten (10) improvement objectives to alleviate division concerns

   b. Division Head and Senior Faculty attend Associate Provost for Instruction Retreat

V. Associate Provost for Instruction Focus Retreat

Abstract: Division heads and senior faculty meet with the Associate Provost for Instruction to conduct assessment and strategic planning for Instruction. The Instruction Action Plan from the previous year is reviewed. Division heads present a brief summary of their respective divisions' findings. A prioritized listing of ten instructional strengths and ten instructional concerns is developed. As with previous levels, the primary foci of these lists are student academic achievement and instructional effectiveness. The instructional group develops a list of actions to address the instructional concerns; from these actions the team creates a new Instruction Action Plan.

A. Time: Completed by October 31

B. Process:

1. Evaluate Assessment Methods
   a. Review Instruction and Institution Action Plans prepared during the previous year (if applicable)
2. Collect Data/Analyze Results
   a. Results of every Division Focus Session are distributed to Division Heads and Senior faculty
3. Design Assessment Tool
   a. Division Heads and Senior Faculty meet away from campus in a retreat environment
   b. The Division Head presents brief summary of each Division's findings
   c. Associate Provost for Instruction leads a discussion of findings as a prelude to developing Instruction lists

d. A prioritized narrative list of the top ten (10) Instruction Strengths (IASP Instruction Forms 1-5) related to student achievement and quality of instruction is generated

e. A prioritized narrative list of the top ten (10) Instruction Concerns (IASP Instruction Forms 6-10) related to student achievement and quality of instruction is generated

f. A narrative list of Possible Activities to Improve Instruction Concerns (IASP Instruction Forms 6-10) that could be used to improve each division concern is prepared

4. Implement Instruction Change Based on Feedback

a. An Instruction Action Plan (IASP Instruction Forms 11-20) is prepared to alleviate instruction concerns

b. An Instruction Action Plan is published and distributed to all faculty and key administrators

c. The Associate Provost for Instruction submits completed IASP forms to IASP Committee

d. Stress Assessment Activities to support fulfillment of Division and Instruction Action Plans, and Institutional Plan

e. Faculty Development Activities

(1) Focus faculty development on assessment

(2) Develop a series of faculty and staff workshops that provide "nuts & bolts" assessment techniques

(3) Get outside speakers to present assessment ideas including experts from other NMSU campuses

f. Collect and disseminate data that can be used for assessment to those faculty, staff, and administrators who need it

STUDENT SERVICES AND INSTRUCTIONAL/INSTITUTIONAL SUPPORT

The assessment of effectiveness of both Student Services and Instructional/Institutional Support will commence with Program Focus Sessions that are held at the same time as Instruction Division Focus Sessions (Figure 3). Focus retreats for Student Services and Instructional/Institutional Support will run at the same time as the Instruction Focus Retreat.

STUDENT SERVICES

Purpose: **To assess services provided to students and to support data collection and analysis**

Overview: **The process is centered on the assessment of the effectiveness of services provided to students.**

Units Covered: **All operations in Student Services**

Process Steps:

I. Program Focus Sessions
   - A. Time: Completed by September 30
   - B. Process:
     1. Evaluate Assessment Methods

INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

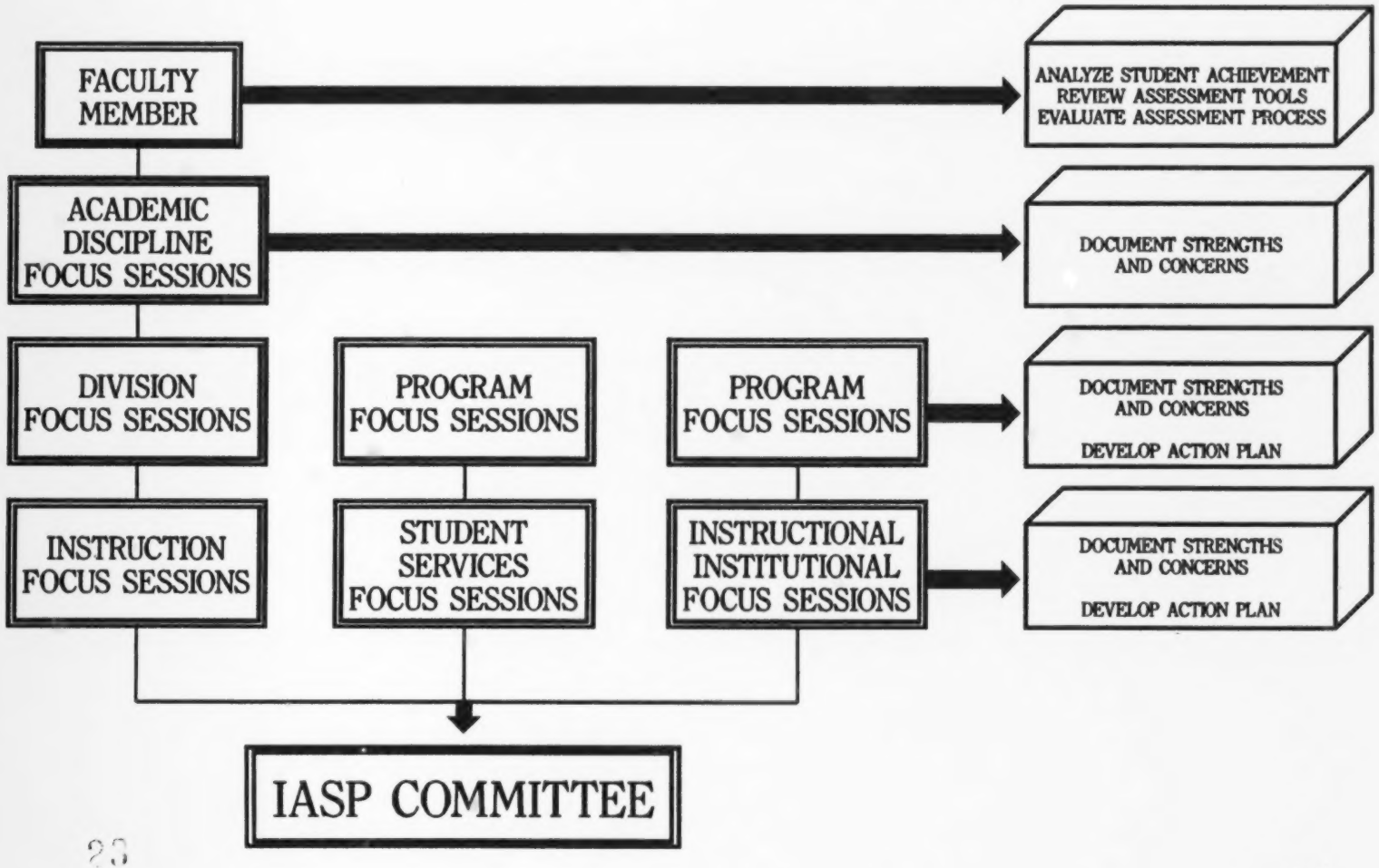


Figure 3

a. Review Program Action Plans, Student Services Action Plan, and Institution Plan prepared during the previous year

2. Collect Data/Analyze Results

a. Review and analyze Program specific information and data generated by NMSU-A Student Tracking System

b. Review applicable reports prepared by the NMSU-A Institutional Research, Assessment, and Planning Director

c. Review applicable reports prepared by other NMSU-A Programs

3. Design Assessment Tool

a. All Program Staff meet

(1) Program Head leads a discussion of findings as a prelude to developing Program lists.

b. A prioritized narrative list of the top five (5) Program Strengths related to student services is generated (IASP Program Forms 1-5)

(1) Qualitative and/or quantitative support is referenced (Support References) to justify inclusion of each item on the list

c. A prioritized narrative list of the top five (5) Program Concerns related to student services is generated (IASP Program Forms 6-10)

(1) Qualitative and/or quantitative support is referenced (Support References) to justify inclusion of each item on the list

d. A narrative list of Possible Activities to Improve Program Concerns that could be used to correct each

Program concern is prepared (IASP Program Forms 6-10)

4. Implement Program Change Based on Feedback
   a. A Program Action Plan is prepared to alleviate Program concerns (IASP Program Forms 11-20)
   b. Program Heads and Senior Staff attend Assistant Provost for Student Services Retreat

II. Student Services Student Focus Groups
   A. Time: April - May
   B. Process:
      1. Collect Data/Analyze Results
         a. Select students from institution
            (1) Use Spring class lists
            (2) 30 students are selected
               (a) With random number generator
               (b) NMSU-A Faculty taking classes are eliminated
               (c) Duplicates were eliminated after initial selection
         b. Notify students
            (1) Draft letter to each selected student
               (a) Include pre-paid postcard
      2. Determine Student Focus Group Questions
         a. Questions should be based on the results of the Program, Student Services, and Institution Assessment conducted during the preceding fall
            (1) Strengths should be reviewed to insure that slippage has not taken place

(2) Concerns should be stressed to see if corrective Action Plans have been successful

3. Focus group sessions are moderated by the Assistant Provost for Student Services
   a. Session is tape recorded and transcribed in a manner that will insure confidentiality for the students
   b. Transcripts are copied and distributed to each Program Head

III. Assistant Provost for Student Services Focus Retreat

A. Time: Completed October 31

B. Process:

1. Evaluate Assessment Methods
   a. Review Student Services Action Plan and Institution Plan prepared during the previous year (if applicable)
2. Collect Data/Analyze Results
   a. Results of every Program Focus Session are distributed to Program Heads and Senior Staff
   b. Review Transcripts of Student Services Student Focus Groups that were conducted during the previous spring (April - May)
3. Design Assessment Tool
   a. Program Heads and Senior Staff meet in a retreat environment
   b. The Program Head presents brief summary of each Program's findings
   c. Assistant Provost for Student Services leads a discussion of findings as a prelude to developing Student Services lists

d. A prioritized narrative list of the top ten (10) Student Services Strengths related to student services is generated (IASP Student Services Forms 1-5)

e. A prioritized narrative list of the top ten (10) Student Services Concerns related to student services is generated (IASP Student Services Forms 6-10)

f. A narrative list of Possible Activities to Improve Student Services Concerns that could be used to improve each student services concern is prepared (IASP Student Services Forms 6-10)

4. Implement Student Services Change Based on Feedback

a. A Student Services Action Plan is prepared to alleviate student services concerns (IASP Student Services Forms 11-20)

b. Publish and distribute Student Services Action Plan to all staff and key administrators

c. Stress Student Services Support of Assessment Activities to support fulfillment of Program Action Plan, Student Services Action Plan, and Institution Plan

d. Staff Development Activities

(1) Focus staff development on assessment

(2) Develop a series of faculty and staff workshops that provide "nuts & bolts" assessment techniques

(3) Get outside speakers to present assessment ideas including experts from other NMSU campuses

e. Collect and disseminate data that can be used for assessment to those faculty, staff, and administrators who need it

INSTITUTIONAL/INSTRUCTIONAL SUPPORT

Purpose: **To assess support services provided to faculty, staff, administrators, and students.**

Overview: **The process is centered on the assessment of the effectiveness of support services provided to faculty, staff, administrators, and students.**

Units Covered: **All operations in Business Affairs, Physical Plant, Learning Resource Center, Duplicating Center, ABE, SBDC, and IRAP**

Process Steps:

I. Program Focus Sessions

A. Time: Completed by September 30

B. Process:

1. Evaluate Assessment Methods

a. Review Program Action Plans, Institutional/Instructional Support Action Plans, and Institution Plan prepared during the previous year

2. Collect Data / Analyze Results

a. Review and analyze Program specific information and data generated by NMSU-A Student Tracking System

b. Review applicable reports prepared by the NMSU-A Institutional Research, Assessment, and Planning Director

c. Review applicable reports prepared by other NMSU-A Programs

3. Design Assessment Tool

a. All Program Staff meet

(1) Program Head leads a discussion of findings as a prelude to developing Program lists

b. A prioritized narrative list of the top five (5) Program Strengths related to student services is generated (IASP Program Forms 1-5)

(1) Qualitative and/or quantitative support is referenced (Support References) to justify inclusion of each item on the list

c. A prioritized narrative list of the top five (5) Program Concerns related to student services is generated (IASP Program Forms 6-10)

(1) Qualitative and/or quantitative support is referenced (Support References) to justify inclusion of each item on the list

d. A narrative list of Possible Activities to Improve Program Concerns that could be used to correct each Program concern is prepared (IASP Program Forms 6-10)

4. Implement Program Change Based on Feedback

a. A Program Action Plan is prepared to alleviate Program concerns (IASP Program Forms 11-20)

b. Program Head and Senior Staff attend Institutional/Instructional Support Focus Retreat

II. Institutional/Instructional Support Focus Retreat

A. Time: Completed by October 31

B. Process:

1. Evaluate Assessment Methods

a. Review Institutional/Instructional Support Action Plans, and Institution Plan prepared during the previous year (if applicable)

2. Collect Data / Analyze Results

a. Results of every Program Focus Session are distributed to Program Heads and Senior Staff

3. Design Assessment Tool

a. Program Heads and Senior Staff meet in a retreat environment

b. The Program Head presents brief summary of each Program's findings

c. The Assistant Provost for Business Affairs leads a discussion of findings as a prelude to developing Institutional/Instructional Support lists

d. A prioritized narrative list of the top ten (10) Institutional/Instructional Support Strengths is generated (IASP Instructional/Institutional Support Forms 1-5)

e. A prioritized narrative list of the top ten (10) Institutional/Instructional Support Concerns is generated (IASP Instructional/Institutional Support Forms 6-10)

f. A narrative list of Possible Activities to Improve Institutional/Instructional Support Concerns that could

be used to improve each Program concern is prepared (IASP Instructional/Institutional Support Forms 6-10)

4. Implement Institutional/Instructional Support Change Based on Feedback

   a. An Institutional/Instructional Support Action Plan is prepared to alleviate Institutional/Instructional concerns (IASP Instructional/Institutional Support Forms 11-20)

   b. Publish and distribute Institutional/Instructional Support Action Plan to all affected personnel

   c. Stress Institutional/Instructional Support of Assessment Activities to support fulfillment of Program Action Plans, Institutional/Instructional Support Action Plans, and Institution Plan

   d. Staff Development Activities

      (1) Focus staff development on assessment

      (2) Develop a series of faculty and staff workshops that provide "nuts & bolts" assessment techniques

      (3) Get outside speakers to present assessment ideas including experts from other NMSU campuses

   e. Collect and disseminate data that can be used for assessment to those faculty, staff, and administrators who need it

INSTITUTIONAL RESEARCH COMPONENT

The Institutional Research component will emphasize environmental scanning. The IASP Committee is charged with the coordination and implementation of the Institutional Research component. Central to the implementation of this component is the collection, processing, analysis, summary, and distribution of existing and new data in conjunction with internal and external environmental scanning.

1. IASP Committee Reviews Existing Data and Information Reports
   Begin: August 15
   Done By: August 31

The IASP Committee will review relevant institutional research that has been produced and is available for its use. Information and data reports are based on student, faculty, and staff surveys, focus groups, interview groups, individual interviews, and other data collection methods. To support this task, a student longitudinal tracking system is being developed to provide student achievement, graduation, and retention reports as well as a large variety of other student-centered research. Information produced by institutional research will fuel the IASP Process. It is shared with administrators, faculty, and staff. In turn, administrators, faculty, and staff will provide data for institutional research.

2. IASP Committee Determines Data and Information Needs
   Begin: August 15
   Done By: November 15

After reviewing available data and information, the IASP Committee will determine data and information deficiencies or needs that require supplementary

work. These key factors are the focus of additional research. For example, special research questions or requirements such as the Minority Participation Report is addressed.

3. Key Factor Committees are established to Address Data and Information Needs

   Begin: August 15

   Done By: November 15

After the key factors have been identified, the IASP Committee will establish Key Factor Committees and delegate responsibilities to the appropriate committees. When possible, each Key Factor Committee is chaired by a member of the IASP Committee.

4. Key Factor Committees Scan Environment and Report Findings and Recommendations

   Begin: August 15

   Done By: December 31

Key Factor Committees will meet to determine how to scan both the internal and external environment in order to research their assigned factors. This may include both campus and community participation in surveys, focus groups, interview groups, individual interviews, and other data gathering methods. Each of the Key Factor Committees will report findings and make recommendations where applicable.

5. IASP Committee Reviews Key Factor Committee Findings and Recommendations

Begin: September 1

Done By: January 20

The IASP Committee will review and analyze the findings of each Key Factor Committee and will consider their recommendations. This is anticipated to be a dynamic process where findings of one committee may help to answer questions developed by another committee. Of particular import during this step is the identification of external and internal trends.

6. IASP Committee Reviews Strengths, Concerns, and Actions Plans from Instruction, Student Services, and Instructional/Institutional Support

Begin: November 15

Done By: January 20

The IASP Committee is the recipient of consolidated information from the Assessment of Institutional Effectiveness component. The Associate Provost for Instruction will complete and forward separate listings of Instruction Strengths and Concerns, as well as an Action Plan for Instruction. The Assistant Provost for Student Services will also forward the same reports for Student Services. The Provost will complete these reports for Instructional/Institutional Support.

7. IASP Committee Analyzes Findings and Recommendations and Contemplates Emerging Trends

Begin: November 1

Done By: January 31

During this step, the IASP Committee will review all available information as a prelude to the drafting of the IASP Draft. Results of this process will drive the remainder of the IASP Process.

STRATEGIC PLANNING COMPONENT

1. Draft Institutional Assessment and Strategic Plan
   Begin After: November 15
   Done By: February 15

The Strategic Planning component will flow from the Assessment of Institutional Effectiveness and Institutional Research components. The IASP Committee will incorporate information from both components. The Associate Provost for Instruction, the Assistant Provost for Student Services, and the Assistant Provost for Business Affairs will forward the strengths, concerns, and action plans that are prepared by Instruction, Student Services, and Instruction/Institutional Support to the IASP Committee. The committee will also conduct and examine relevant institutional research, including but not limited to, the results of internal and external environmental scans; economic, educational, occupational, and external trends; student, staff, and faculty surveys; community needs assessment studies; and reports from the student tracking system.

This information is used by the IASP Committee to develop planning and assessment assumptions and to identify emerging trends and issues that will serve as the basis for developing strategic planning directions for the institution. The Institutional Assessment and Strategic Plan is drafted by the IASP Committee Chair and the Director of Institutional Research, Assessment, and Planning.

2. IASP Committee Chair Presents and Distributes IASP Draft Plan to Joint Academic and Administrative Councils and Other Personnel with Budgetary Responsibilities
   When: Last Friday of February

The Chair will present and distribute the IASP Draft Plan at a joint meeting of the Administrative Council, Academic Council, and other campus personnel who have budgetary responsibilities.

3. Members of Academic and Administrative Councils Review IASP Draft Plan and Finalize Budget Estimates for Provost and Assistant Provost for Business Affairs

   Begin: Last Friday of February

   Done By: 2nd Monday of March

Campus leaders can take this time to review the IASP Draft Plan that was prepared by the IASP Committee. They can also consider proposals and recommendations made in the IASP Draft Plan as they prepare their fiscal budget estimates. Budgets should be developed so that they fall within the guidelines of the state funding formula.

4. IASP Draft and Budget Finalized by Joint Academic and Administrative Councils

   During Week of: 3rd Week of March

The Councils, under the direction of the Provost, will review and prioritize campus needs, analyze budget and information considerations, formulate an institutional budget, and develop a strategic five-year planning timeline.

5. IASP Committee Incorporates Changes with Direction from Provost to Create IASP Final Draft

   Begin: 3rd Monday of March

   Done By: 2nd Friday of April

The IASP Committee Chair and the Director of Institutional Research, Assessment, and Planning will monitor the IASP Process, clarify information and data, and modify the Institutional Assessment and Strategic Plan as directed by the Provost.

6. IASP Committee Disseminates Institutional Assessment and Strategic Plan Final Draft to Internal and External Stakeholders
   During Week of: 2nd Week of April

The IASP Committee will disseminate the IASP Final Draft to both internal (faculty, staff, and students) and external (community and main campus) stakeholders.

7. IASP Final Draft Review Meeting Held
   During Week of: 3rd Week of April

The IASP Committee will coordinate an IASP Final Draft Review Meeting. The Provost will present the Plan to institutional personnel and community members and accept input and comments.

8. IASP Committee Makes Final Changes
   Begin After: 4th Friday of April
   Done By: 1st Friday of May

Under the direction of the Provost, the IASP Chair and Director of Institutional Research, Assessment, and Planning will incorporate final changes into the IASP Final Draft. The Committee will disseminate the IASP Final Draft to the faculty, staff, and community.

9. Campus Implements Institutional Assessment and Strategic Plan
Begin After: 1st Friday of May

The Plan is implemented by administrators, faculty, and staff.

10. IASP Committee Evaluates and Improves IASP Process

The IASP Committee Chair and the Director of Institutional Research, Assessment, and Planning will use the evaluation to work with appropriate staff and committee members to change and improve to the IASP Process. The Chair facilitates the process that will move the institution through the implementation of the timeline as well as provide for a review and change process. Recognizing that the entire plan is ongoing and developmental, the IASP Process will develop a 3-year Institutional Assessment and Strategic Planning cycle.

Important considerations for the success of this IASP Process are

1) to implement a process that is not cumbersome and complicated,
2) to eliminate complicated procedures for strategy sessions, and
3) to develop a genuine commitment from both campus and community members.

The IASP Committee, the Chair, the Administrative Council, the Academic Council, and the Provost will work together to address these considerations and to provide the leadership necessary to implement the NMSU-Alamogordo Institutional Assessment and Strategic Planning Process.

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS COMPONENT

INSTRUCTION

1. Individual Faculty Assessment
   - Begin: August
   - During: May to August (after initial IASP Process completed)
   - Done Before: 3rd Friday in September

2. Discipline Focus Sessions
   - Begin After: 3rd Monday in August
   - Done By: 3rd Friday in September
   - Forms Completed/ Forwarded by: 3rd Monday in September

3. Division Focus Sessions
   - Begin After: 3rd Friday in September
   - Done By: September 30
   - Forms Completed/ Forwarded by: 1st Monday in October

4. Instructional Focus Retreat
   - Begin After: October 1
   - Done By: October 31
   - Forms Completed/ Forwarded to IASPC by: November 15

STUDENT SERVICES

1. Program Focus Sessions
   - Begin After: 3rd Friday in September
   - Done By: September 30
   - Forms Completed/ Forwarded by: 1st Monday in October

2. Student Services Focus Retreat
   - Begin After: October 1
   - Done By: October 31
   - Forms Completed/ Forwarded to IASPC by: November 15

INSTRUCTIONAL/INSTITUTIONAL SUPPORT

1. Program Focus Sessions
   Begin After: 3rd Friday in September
   Done By: September 30
   Forms Completed/
   Forwarded by: 1st Monday in October

2. Instructional/Institutional Support Focus Retreat
   Begin After: October 1
   Done By: October 31
   Forms Completed/
   Forwarded to
   IASPC by: November 15

INSTITUTIONAL RESEARCH COMPONENT

RESEARCH ACTIVITIES COORDINATED BY IASP CHAIR

1. IASPC Reviews Existing Data and Information Reports
   - Begin: August 15
   - Done By: August 31

2. IASPC Determines Data, Information Deficiencies and Needs
   - Begin: August 15
   - Done By: November 15

3. IASPC Establishes and Delegates Key Factor Committees to Remedy Data/Information Deficiencies and Needs
   - Begin: August 15
   - Done By: November 15

4. Key Factor Committees Meet, Plan, and Scan Environment and Report Findings/Recommendations
   - Begin: August 15
   - Done By: December 31

5. IASPC Reviews Key Factor Committee Findings and Recommendations
   - Begin: September 1
   - Done By: January 20

6. IASPC Reviews Strengths, Concerns, and Actions Plans from Instruction, Student Services, and Instructional/Institutional Support
   - Begin: November 15
   - Done By: January 20

7. IASPC Reviews, Analyzes Findings, Recommendations and Contemplates Emerging Trends
   - Begin: November 1
   - Done By: January 31

STRATEGIC PLANNING COMPONENT

1. IASPC Drafts IASP Plan
   Begin After: November 15
   Done By: February 15

2. IASPC Co-Chairs Present and Distribute IASP Draft Plan to Joint Academic and Administrative Councils and Other Personnel with Budgetary Responsibilities
   When: Last Friday in February

3. Members of Academic and Administrative Councils Review IASP Draft Plan and Finalize Budget Estimates for Provost and Assistant Provost for Business Affairs
   Begin: Last Friday in February
   Done By: 2nd Monday in March

4. IASP Draft Plan and Budget Finalized by Joint Academic and Administrative Councils
   During Week of: 3rd Week of March

5. IASPC Co-Chairs Incorporate Changes with Direction from Provost to Create IASP Final Plan
   Begin: 3rd Monday in March
   Done By: 2nd Friday in April

6. IASPC Disseminates IASP Final Plan to Internal/External Stakeholders
   During Week of: 2nd Week in April

7. IASP Final Plan Review Meeting Held
   During Week of: 3rd Week in April

8. IASPC Makes Final Changes
   Begin After: 4th Friday in April
   Done By: 1st Friday in May

9. Campus Implements IASP Plan
   Begin After: 1st Friday in May

10. IASPC Evaluates and Improves IASP Process
    When: Continuous/On Going

SUGGESTED READING

AVAILABLE FROM NMSU-A DIRECTOR OF ASSESSMENT OFFICE

A Collection of Papers on Self-Study and Institutional Improvement, 1992
NCA, Commission on Institutions of Higher Education, March 1992

A New Look at the Effect of Course Characteristics on Student Ratings of Instruction
Patricia A. Cranton and Ronald A. Smith
American Educational Research Journal, Spring 1986, Vol. 23, No. 1, pp. 117-128

Accountability in Continuing Education: Measuring Noncredit Student Outcomes
Craig A. Clagett and Daniel D. McConochie
AIR Professional File, Fall 1991, No. 42

Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation Higher Education
Alexander W. Astin
Jossey-Bass, 1991

Assessment in the Classroom
K. Patricia Cross
NCA Special Insert to Briefing, July 1992, Vol. 10, No. 2

Assessment Workbook: Regional Seminars Spring 1991
NCA
Commission on Institutions of Higher Education, 1991

Authentic Assessment: Focus on Learner as Doer
Larry McBiles
Presentation at the New Mexico Association for Supervision and Curriculum Development Spring Conference
April 30, 1992

Better Academic Assessment Programs at Two-Year Colleges Could Help Increase Students' Success, Study Says
Esmeralda Barnes
Community College Week, August 17, 1992, p. 3

Bibliography of Assessment Instruments: Information on Selected Educational Outcomes Measures
Center for Assessment Research and Development
University of Tennessee, Knoxville

Classroom Assessment Techniques: A Handbook for Faculty
K. Patricia Cross and Thomas A. Angelo
National Center for Research to Improve Postsecondary Teaching and Learning, 1988

Competing Rationales and Associated Models and Approaches for Evaluating the Performance of Teachers
Daniel L. Stufflebean
Paper presented at the Annual Meeting of the American Educational Research Association, April 1992

Dimensions of Effective College Instruction
Philip C. Abrami
The Review of Higher Education, Spring 1985, Vol. 8, No. 3, pp. 211-228

Educational Performance Assessment
Fredrick L. Finch, Editor
The Riverside Publishing Co., 1991

Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches
Egon G. Guba and Yvonna S. Lincoln
Jossey-Bass, 1992
*In NMSU-A Learning Resource Center

Effectiveness of Student Feedback in Modifying College Instruction
John A. Centra
Journal of Educational Psychology, 1973, Vol. 65, No. 3, pp. 395-401

Evaluation of a Method for Improving the Teaching Performance of Attending Physicians
Kelly M. Skeff
The American Journal of Medicine, Sept. 1983, Vol. 75, pp. 465-470

Eyes on the Prize: Students of Color and the Bachelor's Degree
Laura I. Rendon
Transfer - The National Center for Academic Achievement and Transfer, Working Papers, Feb. 1992, Vol. 3, No. 2

Faculty Members as Classroom Researchers
K. Patricia Cross and Thomas A. Angelo
ACJC Journal, April/May 1989, pp. 23-25

Feedback In The Classroom: Making Assessment Matter
K. Patricia Cross
The AAHE Assessment Forum, 1988

Getting A Perspective of Student Evaluation
Maryellen Gleason
AAHE Bulletin, February 1986, pp. 11-13

How to Judge Community College Effectiveness
Alan Seidman
Community College Week, April 27, 1992, p. 5

Implementing Outcomes Assessment: Promise and Perils
Trudy W. Banta, Editor
New Directions for Institutional Research, Fall 1988, No. 59

Improving Faculty Teaching
Robert C. Wilson
Journal of Higher Education, March/April 1986, Vol. 57, No. 2, pp. 196-211

In Search of Zippers
K. Patricia Cross
AAHE Bulletin, June 1988

It Takes Two to Transfer: Relational Networks and Educational Outcomes
Caroline Sotello Viernes Turner
Community College Review, Vol. 19, No. 4, pp. 27-33

Making Community Colleges More Effective: The Service Imperative
Richard L. Alfred
IE in Focus: Issues, Trends and Methodologies in Institutional Effectiveness,
Winter 1992, Vol. 2, No. 1 pp. 1, 6

Membership Resource Packet
The Consortium for Institutional Effectiveness and Student Success in the Community College
September 1991

Mental Aerobics: The Half-Sheet Response
Richard L. Weaver and Howard W. Cotrell
Innovative Higher Education
Human Sciences Press, Fall/Winter 1985, Vol. 10, pp. 23-31

Mohawk College- Grassroots Approach to Maximizing Student Success
Noel Levitz Centers
InSight - News and Solutions from Noel Levitz Centers, Summer 1992

Needs Assessment: The First Step in Staff Development
Isa N. Engleberg
Journal of Staff, Programs and Organizational Development, Winter 1991, Vol. 9, No. 4, pp. 215-222

New Mexico Higher Education Assessment Conference Materials
The New Mexico Commission on Higher Education, The Public Colleges and Universities of New Mexico, and Sandia National Laboratories
November 16-17, 1992

Satisfaction Surveys Used at University of Tennessee, Knoxville: Copies of Locally-Developed Surveys Used at UTK
Center for Assessment Research and Development
University of Tennessee, Knoxville

Student Rating of Instruction and Their Relationship to Student Learning
John A. Centra
American Educational Research Journal, Winter 1977, Vol. 14, No. 1, pp. 17-24

The Assessment of College Performance
Richard I. Miller
Jossey-Bass, 1979

The Changing Face of Institutional Self-Study
NCHEMS News, May 1992, Vol. 4

The Classroom Quality Circle: A Widening Role for Students
National Institute for Staff and Organizational Development
Innovation Abstracts, Vol. VI, No. 12

The Harvard Assessment Seminars: Second Report, 1992: Explorations with Students and Faculty about Teaching, Learning, and Student Life
Richard J. Light
Harvard University, 1992

The Spirit of Learning
Woodrow Wilson
in Selected Literary and Political Papers and Addresses of Woodrow Wilson
Grosset & Dunlap, 1925/1926, pp. 244-265

The Student as Godfather? The Impact of Student Rating on Academia
John A. Centra
Educational Technology Publications, Aug. 1984, Vol. 24, No. 8, pp. 36-38

The Quality School Curriculum
William Glasser
Phi Delta Kappan, May 1992, p. 690-694

Quality Circles: A Japanese Management Technique for the Classroom
Leonard S. Kogut
Improving College and University Teaching, Vol. 32, No. 3, pp. 123-127

Quality Circles from A to Z
Beth Bandy Zeiders and Marie Sivak
The Clearing House, Nov. 1985, Vol. 59, No. 4, pp. 123-124

Qualitative Research for Education: An Introduction to Theory and Methods
Robert C. Bogdan and Sari Knopp Biklen
Allyn and Bacon, Inc., 1982

What is Student Success?
Richard Alfred, Russell Peterson, and Theodore White
The Community, Technical, and Junior College Times, August 25, 1992, pp. 2, 6

IASP FORMS

Use Tabs to find appropriate forms. These forms are also available on disk (WordPerfect 5.1).

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
REPORT OF ASSESSMENT PROJECT

TITLE OF ASSESSMENT PROJECT:
RELATED INSTITUTIONAL PURPOSE(S):
FACULTY MEMBER: DATE:
SUBJECT OF ASSESSMENT:
BRIEF DESCRIPTION OF ASSESSMENT PROJECT:
SUMMARY OF RESULTS OF ASSESSMENT ACTIVITIES:
SUGGESTIONS FOR ACTIONS TO BE TAKEN:

Faculty IASP Form No. 1

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INDIVIDUAL FACULTY ASSESSMENT ACTIVITIES LIST

FACULTY MEMBER:		DATE:				
COURSE NUMBER:	COURSE NAME:					
ASSESSMENT ACTIVITY	NOT	EFFECTIVENESS (Check One Box) <==========>			VERY	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

Faculty IASP Form No. 2

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
ACADEMIC DISCIPLINE STRENGTHS
Number 1

ACADEMIC DISCIPLINE:	DATE:
FACULTY PRESENT (Please Sign):	
ACADEMIC DISCIPLINE STRENGTH Number 1	
SUPPORT REFERENCES (List Qualitative or Quantitative Sources to Support Inclusion of Division Strength)	
1.	
2.	
3.	

Use Back of Form or Additional Sheets if Necessary

Academic Discipline IASP Form No. 1

[Academic Discipline IASP Forms No. 2-5 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
ACADEMIC DISCIPLINE CONCERNS
Number 1

ACADEMIC DISCIPLINE:	DATE:
FACULTY PRESENT (Please Sign):	
ACADEMIC DISCIPLINE CONCERN Number 1	
POSSIBLE IMPROVEMENT ACTIVITIES	
1.	
2.	
3.	

Use Back of Form or Additional Sheets if Necessary

Academic Discipline IASP Form No. 6

[Academic Discipline IASP Forms No. 7-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
DIVISION STRENGTHS
Number 1

DIVISION:	DATE:
FACULTY PRESENT (Please Sign):	
DIVISION STRENGTH Number 1	
SUPPORT REFERENCES (List Qualitative or Quantitative Sources to Support Inclusion of Division Strength)	
1.	
2.	
3.	

Use Back of Form or Additional Sheets if Necessary

Division IASP Form No. 1

[Division IASP Forms No. 2-5 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
DIVISION CONCERNS
Number 1

DIVISION:	DATE:
FACULTY PRESENT (Please Sign):	
DIVISION CONCERN Number 1	
POSSIBLE IMPROVEMENT ACTIVITIES	
1.	
2.	
3.	

Use Back of Form or Additional Sheets if Necessary

Division IASP Form No. 6
[Division IASP Form No. 7-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
DIVISION ACTION PLAN
Improvement Objective Number 1

DIVISION:	DATE:
DIVISION IMPROVEMENT OBJECTIVE Number 1	
DIVISION ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 1	
1.	
2.	
3.	
4.	

Use Back of Form or Additional Sheets if Necessary

Division IASP Form No. 11

[Division IASP Forms No. 12-20 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
PROGRAM STRENGTHS
Number 1

PROGRAM:	DATE:
STAFF PRESENT (Please Sign):	
PROGRAM STRENGTH Number 1	
SUPPORT REFERENCES (List Qualitative or Quantitative Sources to Support Inclusion of Division Strength)	
1.	
2.	
3.	

Use Back of Form or Additional Sheets if Necessary

Program IASP Form No. 1

[Program IASP Forms No. 2-5 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
PROGRAM CONCERNS
Number 1

PROGRAM:	DATE:
STAFF PRESENT (Please Sign):	
PROGRAM CONCERN Number 1	
POSSIBLE IMPROVEMENT ACTIVITIES	
1.	
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3.	

Use Back of Form or Additional Sheets if Necessary

Program IASP Form No. 6

[Program IASP Forms No. 7-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
PROGRAM ACTION PLAN
Improvement Objective Number 1

PROGRAM:	DATE:
PROGRAM IMPROVEMENT OBJECTIVE Number 1	
PROGRAM ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 1	
1.	
2.	
3.	
4.	

Use Back of Form or Additional Sheets if Necessary

Program IASP Form No. 11

[Program IASP Forms No. 12-20 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTION STRENGTHS

DATE:

FACULTY PRESENT (Please Sign):

INSTRUCTION STRENGTH Number 1

INSTRUCTION STRENGTH Number 2

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTION STRENGTHS

INSTRUCTION STRENGTH Number 3

INSTRUCTION STRENGTH Number 4

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTION CONCERNS

DATE:

FACULTY PRESENT (Please Sign):

INSTRUCTION CONCERN Number 1

INSTRUCTION CONCERN Number 2

Instruction IASP Form No. 6

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTION CONCERNS

INSTRUCTION CONCERN Number 3
INSTRUCTION CONCERN Number 4

[Instruction IASP Forms No. 8-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTION ACTION PLAN
Improvement Objective Number 1

DATE:

INSTRUCTION IMPROVEMENT OBJECTIVE Number 1

INSTRUCTION ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 1
1.
2.
3.
4.

Use Back of Form or Additional Sheets if Necessary

Instruction IASP Form No. 11

[Instruction IASP Forms No. 12-20 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES STRENGTHS

DATE:

STAFF PRESENT (Please Sign):

STUDENT SERVICES STRENGTH Number 1

STUDENT SERVICES STRENGTH Number 2

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES STRENGTHS

STUDENT SERVICES STRENGTH Number 3
STUDENT SERVICES STRENGTH Number 4

Student Services IASP Form No. 2

[Student Services IASP Forms No. 3-5 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES CONCERNS

DATE:

STAFF PRESENT (Please Sign):

STUDENT SERVICES CONCERN Number 1

STUDENT SERVICES CONCERN Number 2

Student Services IASP Form No. 6

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES CONCERNS

STUDENT SERVICES CONCERN Number 3
STUDENT SERVICES CONCERN Number 4

Student Services IASP Form No. 7

[Student Services IASP Forms No. 8-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES ACTION PLAN
Improvement Objective Number 1

DATE:

STUDENT SERVICES IMPROVEMENT OBJECTIVE Number 1

STUDENT SERVICES ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 1
1.
2.
3.
4.

Use Back of Form or Additional Sheets if Necessary

Student Services IASP Form No. 11

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
STUDENT SERVICES ACTION PLAN
Improvement Objective Number 2

STUDENT SERVICES IMPROVEMENT OBJECTIVE Number 2

STUDENT SERVICES ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 2
1.
2.
3.
4.

Use Back of Form or Additional Sheets if Necessary

Student Services IASP Form No. 12

[Student Services IASP Forms No. 13-20 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTITUTIONAL/INSTRUCTIONAL SUPPORT STRENGTHS

DATE:
STAFF PRESENT (Please Sign):

INSTRUCTIONAL/INSTITUTIONAL SUPPORT STRENGTH Number 1

INSTRUCTIONAL/INSTITUTIONAL SUPPORT STRENGTH Number 2

Institutional/Instructional Support IASP Form No. 1

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTIONAL/INSTITUTIONAL SUPPORT STRENGTHS

INSTRUCTIONAL/INSTITUTIONAL SUPPORT STRENGTH Number 3
INSTRUCTIONAL/INSTITUTIONAL SUPPORT STRENGTH Number 4

[Institutional /Instructional Support IASP Forms No. 3-5 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERNS

DATE:
STAFF PRESENT (Please Sign):

INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERN Number 1

INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERN Number 2

Institutional/Instructional Support IASP Form No. 6

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERNS

INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERN Number 3
INSTRUCTIONAL/INSTITUTIONAL SUPPORT CONCERN Number 4

Institutional/Instructional Support IASP Form No. 7

[Institutional/Instructional Support IASP Forms No. 8-10 have been excised because they are identical to this form]

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTIONAL/INSTITUTIONAL SUPPORT ACTION PLAN
Improvement Objective Number 1

DATE:

INSTRUCTIONAL/INSTITUTIONAL SUPPORT IMPROVEMENT OBJECTIVE Number 1

INSTRUCTIONAL/INSTITUTIONAL SUPPORT ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 1
1.
2.
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4.

Use Back of Form or Additional Sheets if Necessary

Institutional/Instructional Support IASP Form No. 11

NMSU-A INSTITUTIONAL ASSESSMENT AND STRATEGIC PLANNING PROCESS
INSTRUCTIONAL/INSTITUTIONAL SUPPORT ACTION PLAN
Improvement Objective Number 2

INSTRUCTIONAL/INSTITUTIONAL SUPPORT IMPROVEMENT OBJECTIVE Number 2
INSTRUCTIONAL/INSTITUTIONAL SUPPORT ACTIONS PLANNED TO ACHIEVE IMPROVEMENT OBJECTIVE Number 2
1.
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4.

Use Back of Form or Additional Sheets if Necessary

Institutional/Instructional Support IASP Form No. 12

[Institutional/Instructional Support IASP Forms No. 13-20 have been excised because they are identical to this form]